

THE FJH PIANIST'S CURRICULUM®

with CD

BY HELEN MARLAIS

Book 2 • Elementary

# IN RECITAL® *with Classical Themes*

Volume One



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## ABOUT THE EDITOR

Helen Marlais' active performance schedule includes collaborative concerts throughout North America, Europe, and Asia. Her travels abroad have included performing and teaching at the leading conservatories and festivals in Italy, France, Hungary, Turkey, Lithuania, Estonia, China, and England. Dr. Marlais has performed with members of the Chicago, Pittsburgh, Minnesota, Grand Rapids, Des Moines, Cedar Rapids, and Beijing National Symphony Orchestras to name a few, and has recorded on Gasparo and Centaur record labels with her husband, concert clarinetist Arthur Campbell. They have had numerous collaborative performances broadcast regionally, nationally, and internationally, on radio, television, and the Internet. She has premiered many new contemporary works by composers from the United States, Canada, and Europe and is also the pianist for the chamber music group *Trio Nuovo*. This group specializes in playing both new and well-known music for clarinet, bass clarinet, and piano.

She performs and gives workshops throughout the country and at all of the national music teachers' conventions. She is the Director of Keyboard Publications for the FJH Music Company. Her articles can be read in *Keyboard Companion*, *The American Music Teacher*, and *Clavier* magazines. Her more than 60 educational piano CD's are recorded on Stargrass® Records. Dr. Marlais is an Associate Professor of Music at Grand Valley State University in Grand Rapids, Michigan, where she teaches piano majors, directs the piano pedagogy program, and coordinates all of the group piano programs, which includes the young beginner piano program. She received her DM in piano performance and pedagogy from Northwestern University and her MFA in piano performance from Carnegie Mellon University. She has also held full-time faculty piano positions at the Crane School of Music, S.U.N.Y. at Potsdam, Iowa State University, and Gustavus Adolphus College. Visit: [www.helenmarlais.com](http://www.helenmarlais.com)

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# IN RECITAL<sup>®</sup> *with Classical Themes*

## Volume One

### ABOUT THE SERIES • A NOTE TO THE TEACHER

*In Recital<sup>®</sup> with Classical Themes* is devoted to timeless classical music. The fine arrangers of this series were commissioned to create engaging solo and duet arrangements of classical themes, according to strict pedagogical guidelines. The result is a series that is artistically strong, carefully leveled, and pedagogically sound. We know that to motivate, the teacher must challenge the student with attainable goals. This series makes that possible while also providing a perfect way for students to discover and enjoy classical music themes. You will find favorite themes from symphonies, operas, chamber music, choral music, as well as from advanced piano concertos and piano duets. This series complements other FJH publications and can be used alongside any method. Students will find even more joy in these classical themes when they read about the pieces (a brief history is provided at the beginning and end of each book).



Use the enclosed CD as a teaching and motivational tool. Have your students listen to the recording and discuss interpretation with you! Also encourage your students to listen to the works in their original format.



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## ORGANIZATION OF THE SERIES

### IN RECITAL® WITH CLASSICAL THEMES

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**T**he series is carefully leveled into the following six categories: Early Elementary, Elementary, Late Elementary, Early Intermediate, Intermediate, and Late Intermediate. Each of the works has been selected for its artistic as well as its pedagogical merit.


#### **Book Two — Elementary, reinforces the following concepts:**

- In addition to basic notes, such as quarter, half, dotted half, and whole notes, their corresponding rests are also used.
- Students play tied notes, *legato* and *staccato* articulations, accents, upbeats, one piece with a repeat sign, a few chords, and blocked intervals.
- Five-finger hand positions as well as pieces outside the usual five-finger positions.
- Reinforcement of basic musical terminology and symbols: *crescendo*, *decrescendo*, *ritardando*, *fermata*, *mezzo forte*, *mezzo piano*, *forte*, and *piano*.
- Keys — C major, G major, F major, A minor, D minor, and G minor (written using accidentals instead of key signatures).

Most of the classical themes in this book were arranged as solos. Some of them include teacher accompaniments. There is one equal-part duet—*Roses from the South*.



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## ABOUT THE PIECES AND COMPOSERS

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### **Piano Concerto No. 26, by Wolfgang Amadeus Mozart (1756-1791)**

Mozart composed over twenty piano concertos. A piano concerto is a piece for a solo pianist and orchestra. Mozart wrote concertos for his own concerts, sometimes playing them as soon as he wrote them! The concerto has three movements, or sections. The first movement is fast, the second is slow, and the third is fast again. The theme in this book is from a second (slow) movement. Play it tenderly, with careful attention to the phrasing. Many of Mozart's piano concertos are considered to be some of the finest music ever written. Maybe one day soon you will go to a concert where a piano concerto is being performed!

### **Can Can, by Jacques Offenbach (1819-1880)**

A can can is a lively French dance for women that features high kicking. Can you imagine women in fancy dresses dancing when you play this piece or listen to the CD recording? This famous piece is part of a small opera (called an operetta), that Offenbach composed when he was thirty-nine and living in Paris, France. As a boy, Offenbach first studied the violin and took up the cello at the age of nine. He was sent to Paris to study while still in his teens. In 1855 he opened his own theater, where many of his operettas were performed.

### **Theme from Swan Lake, by Pyotr Ilyich Tchaikovsky (1840-1893)**

This great Russian composer was the son of a mine inspector. His considerable talent and love for music led him to enroll at the St. Petersburg Conservatory, where he studied under the famous pianist, Anton Rubinstein. Tchaikovsky is considered a great master of the ballet: he composed *Swan Lake*, *The Sleeping Beauty*, and *The Nutcracker*. In 1875, Tchaikovsky was asked to write a piece by the head of the Imperial Russian Theater in Moscow. This piece, the legend of the Swan-Maiden is centuries old—even the ancient Greeks told a story of a woman who turns into a swan.



### **Over the Waves, by Juventino Rosas (1868-1894)**

The Mexican composer Juventino Rosas was a pureblood Otomí Indian. He was born into a family of musicians—his father was a harpist, and Juventino performed in a family quartet with his father and brothers when he was a young boy. By the age of fifteen, Juventino was first violinist in a touring orchestra. The waltz was popular in Mexico after Maximilian, the Archduke of Austria, was named Emperor of Mexico in 1864.

### **O mio babbino caro, by Giacomo Puccini (1858-1924)**

This beautiful theme is heard in opera halls the world over. Translated from Italian, the young lady is saying to her father, “Oh my daddy dear.” After she tells her father how she feels, he helps her marry the man she loves. The opera was first performed at the Metropolitan Opera in New York City on December 14, 1918. One of the most famous opera composers of all time, Giacomo Puccini was born in Lucca, Italy. When he went to Milan to complete his musical studies, his talent for the operatic form became clear. Even his first opera, produced when he was twenty-six, was a success.

### **Symphony No. 1, by Gustav Mahler (1860-1911)**

This symphony was composed from 1884-1888, and is a large-scale work for orchestra. The first movement was meant to depict nature. The symphony has four movements, or sections, and the theme that is in this book is a solemn one. It is a funeral march, and is found in the third movement. The double bass soloist is the first to play this famous theme. Do you recognize the popular tune it is based on? It sounds like *Frère Jacques*, but much more serious, and in a minor key.

# PIANO CONCERTO No. 26

(K. 537, Movement Two)

Wolfgang Amadeus Mozart  
arr. Timothy Brown



Moving gently (♩ = ca. 88)

First system of musical notation (measures 1-4). The piano part (bass clef) begins with a piano (*p*) dynamic. The right hand (treble clef) has whole rests. Measure numbers 1 and 5 are indicated below the staff.

Second system of musical notation (measures 5-8). The piano part continues with eighth notes and quarter notes. The right hand has whole rests. Measure numbers 5 and 9 are indicated below the staff.

Third system of musical notation (measures 9-12). The piano part has whole rests. The right hand (treble clef) begins with a mezzo-piano (*mp*) dynamic, playing a melodic line with slurs. Measure numbers 9 and 5 are indicated below the staff.

Teacher Accompaniment: (Student plays one octave higher)

First system of the Teacher Accompaniment (measures 1-5). The piano part (bass clef) plays a continuous eighth-note accompaniment. Dynamics include *pp* (pianissimo). Measure numbers 1, 5, and 9 are indicated below the staff.

Second system of the Teacher Accompaniment (measures 6-10). The piano part continues with eighth-note accompaniment, including chords and slurs. Dynamics include *p* (piano). Measure numbers 1, 5, and 9 are indicated below the staff.



14

19

*p*

23

14

19

*pp*

23





# CAN CAN

from *Orpheus in the Underworld*

Jacques Offenbach  
arr. Kevin Olson

*Allegro moderato* (♩ = ca. 120)

2 1

*p*

4 3 5

5 3

9 1

*mp*

13 3

2 3 2 4



17

3

*f*

2

21

1. 2.

2

26

1 1

30





# THEME FROM SWAN LAKE

(Opus 20)

Pyotr Ilyich Tchaikovsky  
arr. Kevin Olson

Moderato (♩ = ca. 184)

First system of the musical score, measures 1-4. The key signature is one flat (B-flat). The time signature is 4/4. The tempo is Moderato (♩ = ca. 184). The first system shows the beginning of the piece, with a piano (*p*) dynamic marking. The melody is in the right hand, and the bass line is in the left hand. A first ending bracket is indicated above the right hand.

Second system of the musical score, measures 5-8. The key signature changes to two flats (B-flat and E-flat). The time signature remains 4/4. The second system shows the continuation of the melody, with a mezzo-forte (*mf*) dynamic marking and the instruction *espressivo*. The melody is in the right hand, and the bass line is in the left hand. A first ending bracket is indicated above the right hand.

Third system of the musical score, measures 9-12. The key signature remains two flats. The time signature remains 4/4. The third system shows the continuation of the melody, with a first ending bracket above the right hand. The bass line features a 3/8 time signature change in measure 10.

Fourth system of the musical score, measures 13-16. The key signature remains two flats. The time signature remains 4/4. The fourth system shows the continuation of the melody, with a piano (*p*) dynamic marking. The melody is in the right hand, and the bass line is in the left hand. A first ending bracket is indicated above the right hand.

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FJH1698



18

2/4 3/5

22

1

26

*f*

30

*mf* 8

35

*p* 2/3 5





# OVER THE WAVES

(Sobre las olas)

Juventino Rosas  
arr. Judith R. Strickland

Tempo di Valse (♩. = ca. 66)

First system of music (measures 1-4). The treble clef staff has a 3/4 time signature. The bass clef staff has a 3/4 time signature. The music is in 3/4 time. The first measure has a treble clef staff with a whole note chord (F4, A4) and a bass clef staff with a whole note chord (F3, A2). The second measure has a treble clef staff with a whole note chord (F4, A4) and a bass clef staff with a whole note chord (F3, A2). The third measure has a treble clef staff with a whole note chord (F4, A4) and a bass clef staff with a whole note chord (F3, A2). The fourth measure has a treble clef staff with a whole note chord (F4, A4) and a bass clef staff with a whole note chord (F3, A2). The dynamics are *p* (piano) and *mf* (mezzo-forte).

Second system of music (measures 5-8). The treble clef staff has a 3/4 time signature. The bass clef staff has a 3/4 time signature. The music is in 3/4 time. The first measure has a treble clef staff with a whole note chord (F4, A4) and a bass clef staff with a whole note chord (F3, A2). The second measure has a treble clef staff with a whole note chord (F4, A4) and a bass clef staff with a whole note chord (F3, A2). The third measure has a treble clef staff with a whole note chord (F4, A4) and a bass clef staff with a whole note chord (F3, A2). The fourth measure has a treble clef staff with a whole note chord (F4, A4) and a bass clef staff with a whole note chord (F3, A2). The dynamics are *mf* (mezzo-forte).

Third system of music (measures 9-12). The treble clef staff has a 3/4 time signature. The bass clef staff has a 3/4 time signature. The music is in 3/4 time. The first measure has a treble clef staff with a whole note chord (F4, A4) and a bass clef staff with a whole note chord (F3, A2). The second measure has a treble clef staff with a whole note chord (F4, A4) and a bass clef staff with a whole note chord (F3, A2). The third measure has a treble clef staff with a whole note chord (F4, A4) and a bass clef staff with a whole note chord (F3, A2). The fourth measure has a treble clef staff with a whole note chord (F4, A4) and a bass clef staff with a whole note chord (F3, A2). The dynamics are *mf* (mezzo-forte).

Fourth system of music (measures 13-16). The treble clef staff has a 3/4 time signature. The bass clef staff has a 3/4 time signature. The music is in 3/4 time. The first measure has a treble clef staff with a whole note chord (F4, A4) and a bass clef staff with a whole note chord (F3, A2). The second measure has a treble clef staff with a whole note chord (F4, A4) and a bass clef staff with a whole note chord (F3, A2). The third measure has a treble clef staff with a whole note chord (F4, A4) and a bass clef staff with a whole note chord (F3, A2). The fourth measure has a treble clef staff with a whole note chord (F4, A4) and a bass clef staff with a whole note chord (F3, A2). The dynamics are *mf* (mezzo-forte).



17

*p* *mf* *mf* *p*

21

*p* *p*

25

*f* *f*

29

*p*




# O MIO BABBINO CARO

from Gianni Schicchi

Giacomo Puccini  
arr. Timothy Brown

Sweetly ( $\text{♩} = \text{ca. } 50$ )



1

*mf*

6

*R.H. 5*

*L.H. 2*

2

11

*mf*

2

4

Teacher Accompaniment: (Student plays one octave higher)

*mp* *con pedale*

6

11

*mp*



17

1

2

22

R.H. 5

L.H. 2

2

*f*

27

4

2

1

2

L.H.

3

17

22

*mf*

27

L.H. 2

# SYMPHONY No. 1

(Movement Three)

Gustav Mahler  
arr. Robert Schultz

**Stately** (♩ = ca. 126)

Stately (Lullaby for the Queen)

4/4

*mp*

1

5

**Teacher Accompaniment:** (*Student plays one octave higher*)

*Suggested introduction: Play the first two measures twice.*

*Suggested introduction: Play the first two measures twice.*

5

First system of musical notation (measures 1-10) in bass clef, 4/4 time. The key signature has one flat (B-flat). The first measure is marked with a piano (*p*) dynamic and contains a quarter note G2, a half note F2, and a quarter note E2. The second measure contains a quarter note D2, a half note C2, and a quarter note B1. The third measure contains a quarter note A1, a half note G1, and a quarter note F1. The fourth measure contains a quarter note E1, a half note D1, and a quarter note C1. The fifth measure contains a quarter note B1, a half note A1, and a quarter note G1. The sixth measure contains a quarter note F1, a half note E1, and a quarter note D1. The seventh measure contains a quarter note C1, a half note B1, and a quarter note A1. The eighth measure contains a quarter note A1, a half note G1, and a quarter note F1. The ninth measure contains a quarter note G1, a half note F1, and a quarter note E1. The tenth measure contains a quarter note D1, a half note C1, and a quarter note B1. The dynamic changes to mezzo-piano (*mp*) in the eleventh measure.

11

Second system of musical notation (measures 11-14) in bass clef, 4/4 time. The key signature has one flat (B-flat). The first measure contains a quarter note D1, a half note C1, and a quarter note B1. The second measure contains a quarter note A1, a half note G1, and a quarter note F1. The third measure contains a quarter note G1, a half note F1, and a quarter note E1. The fourth measure contains a quarter note D1, a half note C1, and a quarter note B1. The fifth measure contains a quarter note A1, a half note G1, and a quarter note F1. The sixth measure contains a quarter note G1, a half note F1, and a quarter note E1. The seventh measure contains a quarter note D1, a half note C1, and a quarter note B1. The eighth measure contains a quarter note A1, a half note G1, and a quarter note F1. The dynamic changes to piano (*p*) in the ninth measure. The ninth measure contains a quarter note G1, a half note F1, and a quarter note E1. The tenth measure contains a quarter note D1, a half note C1, and a quarter note B1. The eleventh measure contains a quarter note A1, a half note G1, and a quarter note F1. The twelfth measure contains a quarter note G1, a half note F1, and a quarter note E1. The thirteenth measure contains a quarter note D1, a half note C1, and a quarter note B1. The fourteenth measure contains a quarter note A1, a half note G1, and a quarter note F1. The dynamic changes to mezzo-piano (*mp*) in the fifteenth measure.

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17

21

27

17

21

27



# THEME FROM ROMEO AND JULIET

Pyotr Ilyich Tchaikovsky  
arr. Mary Leaf

Peacefully (♩ = ca. 72)  
*molto legato*

4 1

*mf*

1 3

6

3 5 2

Teacher Accompaniment: (Student plays one octave higher)

*mp*  
*con pedale*

5 4 2 1 5 4 2 1

6

5 3 2 1 4 2

2-1 2-5



11

4

*mp*

1

3

16

1

4

*mf*

3

5

2

1

3

11

*p*

2

1

4

16

*mp*

2-1

2-5

# SYMPHONY No. 5

(Opus 67, Movement One)

*5/19 recital*

Ludwig van Beethoven  
arr. Robert Schultz

Allegro con brio (♩ = ca. 69)

5

5

*f*

*broaden*

5

*a tempo*

*p*

8

8

8

9

$\frac{1}{3}$

8

8

8

13

*mp*

*mf*

5

3

17

*f*

3 4

3 4



21

1

*p*

1  
3

25

29

2

*f*

4

33

*mp*

*mf*

*f*

5 2 1, 4 2 1

37

1

# ENIGMA VARIATIONS

(Theme, Opus 36)

Sir Edward Elgar  
arr. Satish Bhakta

With a steady beat (♩ = ca. 120)

Teacher Accompaniment: (Student plays one octave higher)

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19 *a tempo*

*rit.* *p* 3

25

3

30

*rit.* 3

19 *rit.* *a tempo* *pp* *ped. simile*

3 4 2 1 3 5 1 4 1 4 5 1 3 2 5



# ROSES FROM THE SOUTH

Waltz 1 from *Das Spitzentuch der Königin*, Opus 388

## Secondo

Johann Strauss II

arr. Kevin Olson

Tempo di Valse (♩ = ca. 66)

First system of music (measures 1-4). The key signature has two sharps (F# and C#). The time signature is 3/4. The first measure is a whole rest. The second measure has a 4/2 time signature change and a piano (*p*) dynamic. The third measure has a 4/2 time signature change. The fourth measure has a 4/2 time signature change and a *(Primo)* marking.

Second system of music (measures 5-8). Measure 5 is marked with a box containing the number 5. Measure 6 has a 3/1 time signature change. The system features a melodic line in the right hand and a bass line in the left hand.

Third system of music (measures 9-12). Measure 9 is marked with a box containing the number 9. Measure 10 has a mezzo-piano (*mp*) dynamic. Measure 11 has a piano (*p*) dynamic. The system features a melodic line in the right hand and a bass line in the left hand.

Fourth system of music (measures 13-16). Measure 13 is marked with a box containing the number 13. The system features a melodic line in the right hand and a bass line in the left hand.





# ROSES FROM THE SOUTH

Waltz 1 from *Das Spitzentuch der Königin*, Opus 388

Primo

Johann Strauss II  
arr. Kevin Olson

Tempo di Valse (♩ = ca. 66)

Play both hands 1 octave higher throughout

First system of musical notation (measures 1-4). The key signature is one flat (B-flat). The time signature is 3/4. The first staff (treble clef) begins with a triplet of eighth notes (F4, G4, A4) marked with a '3' above and a 'p' (piano) dynamic below. The second staff (bass clef) has a whole rest in measure 1, followed by eighth notes in measures 2 and 3, and a half note in measure 4. A '3' is written below the first staff in measure 2. The dynamic changes to 'mf' (mezzo-forte) in measure 4.

Second system of musical notation (measures 5-8). Measure 5 is marked with a box containing the number '5'. The first staff has a whole rest in measure 5, followed by eighth notes in measures 6 and 7, and a half note in measure 8. A '4' is written above the first staff in measure 6. The second staff has eighth notes in measures 5 and 6, followed by whole rests in measures 7 and 8.

Third system of musical notation (measures 9-12). Measure 9 is marked with a box containing the number '9'. The first staff has eighth notes in measures 9 and 10, followed by eighth notes in measures 11 and 12. A '4' and '1' are written above the first staff in measure 11. The second staff has a long slur spanning measures 9 through 12, with half notes in measures 9, 10, and 11, and a half note in measure 12. A '1' is written below the second staff in measure 11.

Fourth system of musical notation (measures 13-16). Measure 13 is marked with a box containing the number '13'. The first staff has a whole rest in measures 13 and 14, followed by eighth notes in measures 15 and 16. The second staff has a long slur spanning measures 13 through 16, with half notes in measures 13, 14, and 15, and a half note in measure 16. A '3' is written below the second staff in measure 15.

## Secondo

17

Measures 17-20 of the musical score. The treble clef contains a series of chords, while the bass clef features a steady eighth-note accompaniment. A slur connects the first two measures of the bass line.

21

Measures 21-24 of the musical score. The treble clef contains a series of chords, while the bass clef features a steady eighth-note accompaniment. A slur connects the first two measures of the bass line.

25

Measures 25-28 of the musical score. The treble clef features a melodic line with a slur across measures 25-27, including a flat accidental in measure 26. The bass clef has a steady eighth-note accompaniment. A *mf* dynamic marking appears in measure 28.

29

Measures 29-32 of the musical score. The treble clef features a melodic line with a slur across measures 29-30 and 31-32. The bass clef has a steady eighth-note accompaniment. A *mp* dynamic marking appears in measure 29.

33

Measures 33-36 of the musical score. The treble clef contains a series of chords, while the bass clef features a steady eighth-note accompaniment. A slur connects the first two measures of the bass line.



# Primo

17

21

25

29

33



# SYMPHONY No. 7

(Opus 92, Movement Two)

Ludwig van Beethoven

arr. Edwin McLean

Slowly; in 2 (♩ = ca. 66)

Play both hands 1 octave lower throughout

First system of piano accompaniment. Treble and bass staves. Treble clef has a 3 above it. Bass clef has a 2 below it. Dynamics include *p* (piano). Measure numbers 1 and 2 are indicated below the staves.

Second system of piano accompaniment. Treble and bass staves. Treble clef has a 4 above it. Bass clef has a 2 below it. Measure numbers 5 and 4 are indicated above the staves. Measure numbers 2 and 4 are indicated below the staves.

Third system of piano accompaniment. Treble and bass staves. Treble clef has a 3 above it. Bass clef has a 2 below it. Dynamics include *mf* (mezzo-forte). Measure numbers 9, 2, 1, and 2 are indicated above the staves. Measure numbers 1/3, 2/4, 1/3, and 2/4 are indicated below the staves.

Teacher Accompaniment: (Student plays alone the first time)

Teacher Accompaniment section. Treble and bass staves. Treble clef has a 3 above it. Bass clef has a 2 below it. Dynamics include *pp* (pianissimo) and *mp* (mezzo-piano). Measure numbers 3, 5, and 9 are indicated above the staves. Measure numbers 1, 4, 1, and 4 are indicated below the staves.



13

3 1

1

2 1 5 2

17

3

2

*f*

1 3 1 3

21

3 1

2

*mf*

(repeat with accompaniment)

2 1 2

13

3

3

*mf*

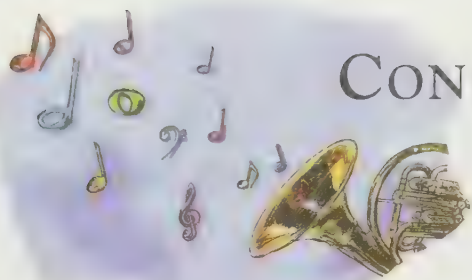
17

21

3

1 4 3

*mp*



# CONCERTO No. 2 FOR HORN

(K. 495)

## Secondo

Wolfgang Amadeus Mozart  
arr. Robert Schultz

Allegro vivace (♩ = 100)

1 2 2

*mf*

2

5 2 2

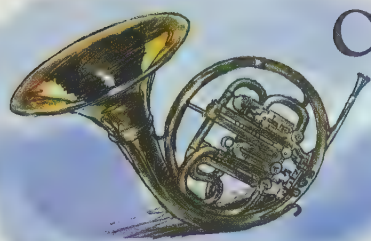
10 2

15 5 2

*mp*

20





# CONCERTO No. 2 FOR HORN

(K. 495)

Primo

Wolfgang Amadeus Mozart  
arr. Robert Schultz

**Allegro vivace** (♩ = 100)

*Play both hands 1 octave higher throughout*

First system of music (measures 1-4). The key signature has one flat (B-flat). The time signature is 3/4. The music is in G major (one sharp, F#). The tempo is Allegro vivace (♩ = 100). The dynamic is *mp* (mezzo-piano). The instruction is *Play both hands 1 octave higher throughout*. The first measure is marked with a '1' above the staff. The second measure is marked with a '5' below the staff.

Second system of music (measures 5-8). The key signature has one flat (B-flat). The time signature is 3/4. The music is in G major (one sharp, F#). The tempo is Allegro vivace (♩ = 100). The dynamic is *mp* (mezzo-piano). The instruction is *Play both hands 1 octave higher throughout*. The first measure is marked with a '5' in a box. The second measure is marked with a '4' above the staff. The third measure is marked with a '2' below the staff.

Third system of music (measures 9-14). The key signature has one flat (B-flat). The time signature is 3/4. The music is in G major (one sharp, F#). The tempo is Allegro vivace (♩ = 100). The dynamic is *mp* (mezzo-piano). The instruction is *Play both hands 1 octave higher throughout*. The first measure is marked with a '10' in a box. The second measure is marked with a '2' below the staff.

Fourth system of music (measures 15-19). The key signature has one flat (B-flat). The time signature is 3/4. The music is in G major (one sharp, F#). The tempo is Allegro vivace (♩ = 100). The dynamic is *f* (forte). The instruction is *Play both hands 1 octave higher throughout*. The first measure is marked with a '15' in a box. The second measure is marked with a '2' above the staff. The third measure is marked with a '1' below the staff.

Fifth system of music (measures 20-24). The key signature has one flat (B-flat). The time signature is 3/4. The music is in G major (one sharp, F#). The tempo is Allegro vivace (♩ = 100). The dynamic is *f* (forte). The instruction is *Play both hands 1 octave higher throughout*. The first measure is marked with a '20' in a box. The second measure is marked with a '2' above the staff. The third measure is marked with a '1' below the staff.

# Secondo

25

29

33

38

43



# Primo

25

25-28

29

29-32

33

33-37

38

38-42

43

43-46

## ABOUT THE PIECES AND COMPOSERS

### **Theme from Romeo and Juliet**, by Pyotr Ilyich Tchaikovsky (1840-1893)

*Romeo and Juliet* is a famous play written by William Shakespeare. The composer Tchaikovsky was inspired to compose a piece for orchestra based on the story. This famous theme is part of Tchaikovsky's *Romeo and Juliet*, composed when he was twenty-nine, about the same age as Shakespeare when he wrote the play centuries earlier. It was not Tchaikovsky's intention to simply create a musical depiction of Shakespeare's work, but rather to select three images from the play and put them to music—the gentle Friar Laurence, the feud between the two noble families of Verona, Italy, and the characters of Romeo and Juliet.

### **Symphony No. 5**, by Ludwig van Beethoven (1770-1827)

This heroic theme was composed by one of the most important figures of music history, Ludwig van Beethoven. The theme begins with four commanding and intense tones. Does it sound as though someone is knocking at the door? Who or what could be behind the door? These four notes are repeated and changed throughout the movement, and range in volume from *forte* to *piano*. This theme is heard at the beginning of the symphony, and is marked *Allegro con brio*, which means “very quickly, with energy.” Beethoven eventually became deaf, which is a terrible thing for anyone, but especially for a musician.

### **Enigma Variations**, by Sir Edward Elgar (1857-1934)

The *Enigma Variations* were composed for orchestra in 1899, and performed in London, England that year. In all, there are fourteen variations, and the whole work is dedicated to Elgar's friends. In these variations, he sketched what he considered the oddities of his friends, for their amusement as well as his own. Each variation is headed by an initial or a fanciful name that refers to each friend. When asked to explain the title *Enigma*, Elgar would not, except to say that the connection between the variations and the theme, although present throughout, would have to remain unknown. He likened it to a drama in which the main character never actually appears on stage. At the beginning of the twentieth century, Sir Edward Elgar's energetic music brought him international fame.



### **Roses from the South, by Johann Strauss II (1825-1899)**

Johann Strauss II was the son of an Austrian violinist, conductor, and composer. Like his father, he became a violinist, conductor, and composer. Both father and son led orchestras, and when the father passed away, Johann combined his father's orchestra with his own. Both father and son wrote a large number of waltzes, which were an important part of every day Austrian life. Besides *Roses from the South*, other famous waltzes he wrote include *The Blue Danube*, *A Thousand and One Nights*, and *Tales from the Vienna Woods*. This piece is from an operetta that is set in Spain. It premiered on October 1, 1880, in Vienna.

### **Symphony No. 7, by Ludwig van Beethoven (1770-1827)**

Beethoven composed the *Symphony No. 7* from 1811-1812. Beethoven conducted the premiere of this piece on December 8, 1813, in the Hall of the University of Vienna, Austria, at a concert to benefit wounded Austrian and Bavarian soldiers. The theme from the second movement of this symphony is universally loved. Even at the first performance of the *Seventh Symphony*, the second movement was encored, a compliment rarely granted to slow movements. Play it evenly and with reverence, and you too will feel the sad emotion.

### **Concerto No. 2 for Horn, by Wolfgang Amadeus Mozart (1756-1791)**

Mozart composed four concertos for horn and orchestra. A concerto is a piece for a soloist and an orchestra. This particular theme is bright and jolly. Mozart wrote the piece on May 27, 1783 at the age of twenty-seven. He wrote the four horn concertos for a friend named Joseph Ignaz Leutgeb. If you were to compose a concerto, which instrument would it be for and why?

## ABOUT THE ARRANGERS

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### Satish Bhakta

Satish Bhakta holds a Doctor of Musical Arts degree in composition from the University of Missouri-Kansas City, and bachelor's and master's degrees from Oklahoma City University. There, he taught a variety of classes ranging from critical listening for composition majors to computer notation for college professors.

A native of Zimbabwe, Satish came to the United States in 1990, and has spent the past sixteen years cultivating relationships with accomplished composers and arrangers. His engraving for them can be found in chamber and orchestral publications by Theodore Presser and Oxford University Press.

Currently, Satish is Assistant Production Manager at The FJH Music Company Inc., where he oversees the engraving of all piano publications.

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### Timothy Brown

Timothy Brown holds a master's degree in piano performance from the University of North Texas, where he studied piano with Adam Wodnicki and music composition with Newel Kay Brown. He was later a recipient of a research fellowship from the Royal Holloway, University of London, where he performed postgraduate studies in music composition and orchestration, studying with English composer Brian Lock. His numerous credits as a composer include first prize at the Aliénor International Harpsichord Competition for his harpsichord solo *Suite Española* (Centaur Records). Mr. Brown leads a very active career as an exclusive composer and clinician for The FJH Music Company Inc.

Mr. Brown's works have been performed by concert artist Elaine Funaro on NPR, and most recently at the Spoleto Music Festival and the Library of Congress Concert Series in Washington, D.C. His numerous commissions include a commission by *Clavier Magazine* for his piano solo *Once Upon a Time*, edited by Denes Agay. Mr. Brown is currently a fine arts specialist for the Dallas Public Schools and serves on the advisory board of the Booker T. Washington High School for the Performing and Visual Arts in Dallas, Texas.

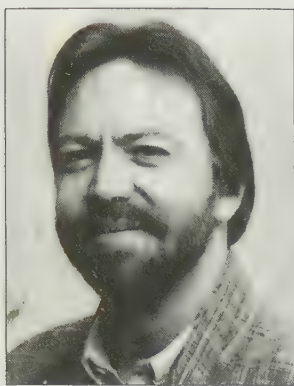
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### Mary Leaf

Mary Leaf is an independent piano teacher specializing in early elementary through intermediate level students. She enjoys writing music that is descriptive, expressive, imaginative, and fun, while still being musically sound.

Mary received a music education degree from the University of Washington and has done continuing education in pedagogy at North Dakota State University. She has composed and arranged music for a family recorder ensemble, and has been active as a performer, accompanist, handbell ringer, and choir member at her church. She is also active in area contests as an accompanist. Mary and her husband Ron have five children and live in Bismarck, North Dakota.



### Edwin McLean

Edwin McLean is a composer living in Chapel Hill, North Carolina. He is a graduate of the Yale School of Music, where he studied with Krzysztof Penderecki and Jacob Druckman. He also holds a master's degree in music theory and a bachelor's degree in piano performance from the University of Colorado.

Mr. McLean has been the recipient of several grants and awards: The MacDowell Colony, the John Work Award, the Woods Chandler Prize (Yale), Meet the Composer, Florida Arts Council, and many others. He has also won the Aliénor Composition Competition for his work *Sonata for Harpsichord*, published by The FJH Music Company Inc. and recorded by Elaine Funaro (*Into the Millennium*, Gasparo GSCD-331). His complete works for harpsichord are available on the Miami Bach Society recording, *Edwin McLean: Sonatas for 1, 2, and 3 Harpsichords*.

Since 1979, Edwin McLean has arranged the music of some of today's best-known recording artists. Currently, he is senior editor for The FJH Music Company Inc.

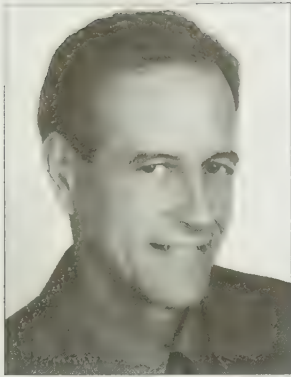


### Kevin Olson

Kevin Olson is an active pianist, composer, and member of the piano faculty at Utah State University, where he teaches piano literature, pedagogy, and accompanying courses. In addition to his collegiate teaching responsibilities, Kevin directs the Utah State Youth Conservatory, which provides weekly group and private piano instruction to more than 200 pre-college, community students. The National Association of Schools of Music has recently recognized the Utah State Youth Conservatory as a model for pre-college piano instruction programs. Before teaching at Utah State, he was on the faculty at Elmhurst College near Chicago and Humboldt State University in northern California.

A native of Utah, Kevin began composing at age five. When he was twelve, his composition, *An American Trainride*, received the Overall First Prize at the 1983 National PTA Convention at Albuquerque, New Mexico. Since then he has been a Composer in Residence at the National Conference on Piano Pedagogy, and has written music commissioned and performed by groups such as the American Piano Quartet, Chicago a cappella, the Rich Matteson Jazz Festival, and several piano teacher associations around the country. He holds a Doctor of Education degree from National-Louis University, and a bachelor's and a master's degree in music composition from Brigham Young University. Kevin maintains a large piano studio, teaching students of a variety of ages and abilities. Many of the needs of his own piano students have inspired more than 100 books and solos published by The FJH Music Company, which he joined as a writer in 1994.





### Robert Schultz

Robert Schultz, composer, arranger, and editor, has achieved international fame during his career in the music publishing industry. The Schultz Piano Library, established in 1980, has included more than 500 publications of classical works, popular arrangements, and Schultz's original compositions in editions for pianists of every level from the beginner through the concert artist. In addition to his extensive library of published piano works, Schultz's output includes original orchestral works, chamber music, works for solo instruments, and vocal music.

Schultz has presented his published editions at workshops, clinics, and convention showcases throughout the United States and Canada. He is a long-standing member of ASCAP and has served as president of the Miami Music Teachers Association. Mr. Schultz's original piano compositions and transcriptions are featured on the compact disc recordings *Visions of Dunbar* and *Tina Faigen Plays Piano Transcriptions*, released on the ACA Digital label and available worldwide. His published original works for concert artists are noted in Maurice Hinson's *Guide to the Pianist's Repertoire, Third Edition*. He currently devotes his full time to composing and arranging, writing from his studio in Miami, Florida.



### Judith R. Strickland

Judith R. Strickland received a bachelor's degree in Music from Mary Baldwin College in Staunton, Virginia, where she studied organ and piano with Carl Broman and earned a master's degree in sacred music from Union Theological Seminary in New York, studying organ with Alec Wyton.

Ms. Strickland is a nationally certified teacher of music and member of the Music Teachers National Association. She served two years as treasurer for Virginia Music Teachers Association, and has held various offices in the local chapter, including president and theory chairman.

In addition, Ms. Strickland has served as accompanist for a community chorus, as well as for numerous instrumental and vocal soloists and has been the organist at First Baptist Church in Martinsville, Virginia, for 30 years.

A native of East Liverpool, Ohio, she resides in Martinsville and in Ocean Isle, North Carolina with husband, Jim Minter. She has a grown daughter and three stepchildren. Her life-long dream of having more time for composing is now a reality, thanks to her semi-retirement from teaching.

## FUN WITH CLASSICAL THEMES

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With your teacher, choose two or three of the classical themes from this book to play for an audience (it could be just for your teacher at the end of a lesson)!

Title of piece:

Composer's Name:

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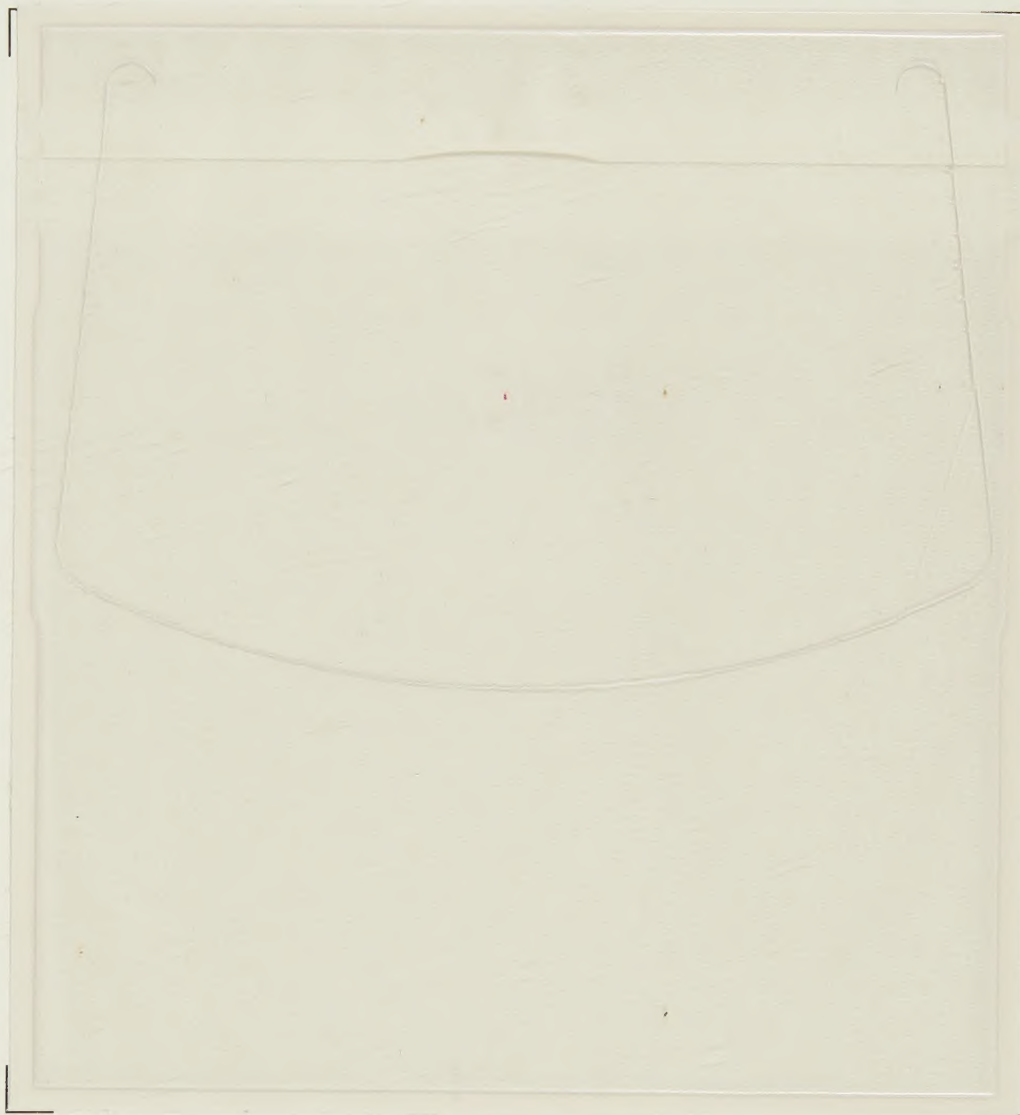
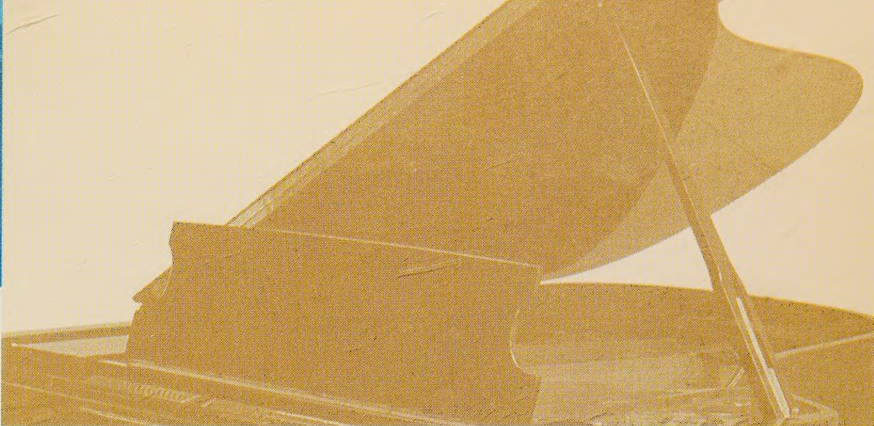
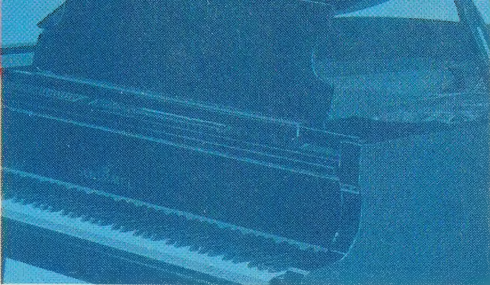
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In the space below, write two sentences about each of the pieces you chose. Can you say this information out loud for an audience?

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Can Can

Jacques Offenbach

arr. Kevin Olson

Theme from Swan Lake

Pyotr Ilyich Tchaikovsky

arr. Kevin Olson

Over the Waves

Juventino Rosas

arr. Judith R. Strickland

O mio babbino caro

Giacomo Puccini

arr. Timothy Brown

Symphony No. 1

Gustav Mahler

arr. Robert Schultz

Theme from Romeo and Juliet

Pyotr Ilyich Tchaikovsky

arr. Mary Leaf

Symphony No. 5

Ludwig van Beethoven

arr. Robert Schultz

Enigma Variations

Sir Edward Elgar

arr. Satish Bhakta

Roses from the South

Johann Strauss II

arr. Kevin Olson

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Ludwig van Beethoven

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